

Armstrong Elementary

8601 White Horse Road
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	499 Students	
Principal	Jackie Goggins	864-355-1100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	72	13	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Average	Yes
2005	Average	Good	Yes
2006	Average	Good	No

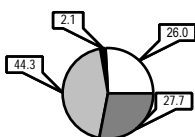
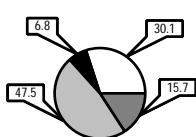
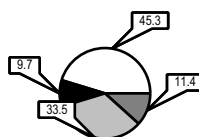
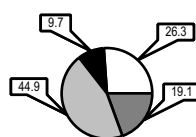
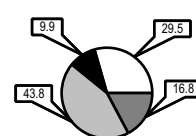
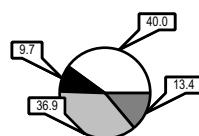
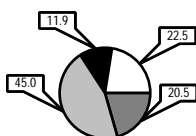
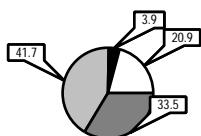
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	256	92.6	22.1	46.4	29.3	2.3	43.7	Yes	Yes
Gender									
Male	131	91.6	32.4	43.2	23.4	0.9	33.3	N/A	N/A
Female	125	93.6	11.7	49.5	35.1	3.6	54.1	N/A	N/A
Racial/Ethnic Group									
White	154	92.9	19.0	45.3	32.8	2.9	51.1	Yes	Yes
African American	59	94.9	34.0	43.4	22.6	0.0	32.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	87.5	17.2	58.6	24.1	0.0	27.6	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	15.8	48.9	32.6	2.6	48.4	N/A	N/A
Disabled	54	64.8	59.4	31.3	9.4	0.0	15.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	92.6	22.1	46.4	29.3	2.3	43.7	N/A	N/A
English Proficiency									
Limited English Proficient	27	85.2	19.0	61.9	14.3	4.8	19.0	I/S	I/S
Non-Limited English Proficient	229	93.4	22.4	44.8	30.8	2.0	46.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	158	89.9	27.9	51.2	19.4	1.6	34.1	Yes	Yes
Full-pay meals	98	96.9	14.0	39.8	43.0	3.2	57.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	256	94.9	27.3	49.3	16.3	7.0	39.2	Yes	Yes
Gender									
Male	131	94.7	32.5	44.7	14.9	7.9	38.6	N/A	N/A
Female	125	95.2	22.1	54.0	17.7	6.2	39.8	N/A	N/A
Racial/Ethnic Group									
White	154	95.5	21.4	51.4	18.6	8.6	43.6	Yes	Yes
African American	59	94.9	41.5	41.5	11.3	5.7	32.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	40	92.5	32.3	51.6	12.9	3.2	32.3	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	20.5	53.2	18.4	7.9	43.2	N/A	N/A
Disabled	54	75.9	62.2	29.7	5.4	2.7	18.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	94.9	27.3	49.3	16.3	7.0	39.2	N/A	N/A
English Proficiency									
Limited English Proficient	27	92.6	34.8	47.8	17.4	0.0	34.8	I/S	I/S
Non-Limited English Proficient	229	95.2	26.5	49.5	16.2	7.8	39.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	158	93.0	33.8	49.6	12.8	3.8	30.1	Yes	Yes
Full-pay meals	98	98.0	18.1	48.9	21.3	11.7	52.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	256	100.0	45.1	33.6	11.5	9.8	21.3
Gender							
Male	131	100.0	44.4	32.5	13.7	9.4	23.1
Female	125	100.0	45.8	34.7	9.3	10.2	19.5
Racial/Ethnic Group							
White	154	100.0	35.9	40.0	13.8	10.3	24.1
African American	59	100.0	61.1	22.2	5.6	11.1	16.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	40	100.0	60.6	24.2	9.1	6.1	15.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	38.4	36.8	12.6	12.1	24.7
Disabled	54	100.0	73.3	20.0	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	45.1	33.6	11.5	9.8	21.3
English Proficiency							
Limited English Proficient	27	100.0	72.0	16.0	8.0	4.0	12.0
Non-Limited English Proficient	229	100.0	41.9	35.7	11.9	10.5	22.4
Socio-Economic Status							
Subsidized meals	158	100.0	57.9	25.0	9.3	7.9	17.1
Full-pay meals	98	100.0	26.3	46.3	14.7	12.6	27.4

Social Studies							
All Students	256	100.0	26.0	45.1	19.1	9.8	28.9
Gender							
Male	131	100.0	24.8	42.7	22.2	10.3	32.5
Female	125	100.0	27.1	47.5	16.1	9.3	25.4
Racial/Ethnic Group							
White	154	100.0	25.5	42.1	21.4	11.0	32.4
African American	59	100.0	25.9	50.0	14.8	9.3	24.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	40	100.0	30.3	51.5	12.1	6.1	18.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	16.8	48.9	22.6	11.6	34.2
Disabled	54	100.0	64.4	28.9	4.4	2.2	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	26.0	45.1	19.1	9.8	28.9
English Proficiency							
Limited English Proficient	27	100.0	32.0	56.0	8.0	4.0	12.0
Non-Limited English Proficient	229	100.0	25.2	43.8	20.5	10.5	31.0
Socio-Economic Status							
Subsidized meals	158	100.0	32.9	48.6	12.1	6.4	18.6
Full-pay meals	98	100.0	15.8	40.0	29.5	14.7	44.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	82	100.0	16.3	43.8	36.3	3.8	40.0
	4	84	100.0	30.0	38.8	31.3	0.0	31.3
	5	78	100.0	21.3	58.7	18.7	1.3	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	91.0	28.0	36.0	32.0	4.0	36.0
	4	80	93.8	17.6	50.0	29.4	2.9	32.4
	5	87	93.1	20.3	53.2	26.6	0.0	26.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	82	100.0	26.3	63.8	7.5	2.5	10.0
	4	84	100.0	26.3	40.0	21.3	12.5	33.8
	5	78	100.0	26.7	44.0	25.3	4.0	29.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	94.4	41.6	46.8	10.4	1.3	11.7
	4	80	95.0	17.4	50.7	20.3	11.6	31.9
	5	87	95.4	22.2	50.6	18.5	8.6	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	82	98.8	45.6	40.5	12.7	1.3	13.9
	4	84	100.0	51.3	21.3	18.8	8.8	27.5
	5	78	98.7	40.5	36.5	17.6	5.4	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	62.0	27.8	7.6	2.5	10.1
	4	80	100.0	42.5	28.8	16.4	12.3	28.8
	5	87	100.0	31.3	43.4	10.8	14.5	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	82	98.8	30.4	53.2	12.7	3.8	16.5
	4	84	100.0	25.0	47.5	20.0	7.5	27.5
	5	78	98.7	29.7	41.9	20.3	8.1	28.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	36.7	41.8	15.2	6.3	21.5
	4	80	100.0	21.9	47.9	21.9	8.2	30.1
	5	87	100.0	19.3	45.8	20.5	14.5	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 499)				
First graders who attended full-day kindergarten	92.9%	Down from 94.4%	100.0%	100.0%
Retention rate	3.6%	Down from 3.9%	3.2%	2.8%
Attendance rate	96.5%	Up from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.5%	Up from 5.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Up from 3.7%	0.0%	0.0%
Eligible for gifted and talented	6.2%	Down from 8.5%	9.8%	10.4%
On academic plans	44.2%	N/AV	39.2%	33.6%
On academic probation	29.4%	N/AV	1.3%	1.0%
With disabilities other than speech	11.8%	Down from 12.4%	8.2%	7.5%
Older than usual for grade	0.8%	No change	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 2.1%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	42.1%	Down from 48.6%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.6%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 90.9%	87.3%	87.3%
Teacher attendance rate	94.8%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$40,581	Up 4.1%	\$42,375	\$42,485
Prof. development days/teacher	12.4 days	Down from 13.1 days	14.1 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 18.4 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.6%	Down from 90.0%	89.4%	89.7%
Dollars spent per pupil*	\$6,326	Up 38.1%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	61.5%	Down from 63.4%	64.4%	64.0%
Percent of expenditures for instruction*	67.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We continue to strive toward attaining our goals as outlined in our school portfolio in order to address areas of need and to ensure academic success for all of our students. Academic challenges were provided to increase student performance through daily classroom instruction, a program for gifted and talented students, and tutorial programs for students not meeting standards on standardized testing. Tutors included community and parent volunteers and students from several area colleges.

Opportunities for enriching our curriculum included special speakers, performances, and field trips for all grade levels. We continue to strive to achieve the recommendations made per our last SACS review visit. There was a reduction in class sizes in grades 5K, 1, 2, 4, and 5 using funds from Title I and state and district initiatives. Parental involvement/participation in school activities was increased with workshops held during school and evening hours including workshops for our Hispanic parents. An SIC link was still offered through our school website to provide increased parent and community awareness. Our school website was a gold winner of the School District Webmaster's Award. Our site also received honorable mention recognitions from the South Carolina chapter of the National School Public Relations Association.

AYP goals were met and the Palmetto Silver Award was awarded. This monetary award was used to purchase a security camera to support a safe learning environment for our students, staff, and community. We continued to provide professional development for our staff. This year we focused our training on Thinking Maps, MAP testing and data desegregation, as well as several graduate level course offerings for our staff members.

During 2006-2007, we will continue the process of aligning and implementing standards-based instruction utilizing a variety of methods. Students will remain the center of our focus at Armstrong Elementary School. We will continue to provide opportunities and a rigorous curriculum that will help students strive towards meeting their maximum potential.

Bonnie Wagner, SIC Chair
Jackie Goggins, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	76	43
Percent satisfied with learning environment	85.0%	84.2%	76.9%
Percent satisfied with social and physical environment	87.5%	77.6%	82.9%
Percent satisfied with school-home relations	89.2%	81.6%	79.5%

*Only students at the highest elementary school grade level at this school and their parents were included.